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ABSTRACT

This report includes comprehensive goal, objective and indicator statement data; analysis of indicators; conclusions; and recommendations. Between 1990 and 1993, Florida's Pensacola Junior College (PJC) developed an assessment plan for institutional effectiveness that determined 53 goals, 145 objectives, and 238 indicators for the following 16 function areas: admissions, completion requirements, the curriculum, community programs, faculty quality and development, learning resources, instructional support, computer resources, organization and administration, financial resources, physical resources, grants, instructional effectiveness, institutional advancement, institutional research, and student development services. In spring 1993, PJC undertook an initial run of the plan to examine outcomes for 1992-93, with area supervisors reporting on at least one objective and indicator. Results of the process included the following: (1) outcomes were reported for 83 indicators, 56 of which were fully met in terms of designated levels of performance; (2) 7 did not meet the specified standards, with the majority of these being data- rather than survey-based; and (3) 20 indicators were deferred for review in 1993-94. As a result, it was recommended that the process be continued in 1993-94 and that it be simplified to reduce the number of indicators. A complete list of goals, objectives, and indicators by function area is included. Tables of outcomes for the indicators are attached. (HAA)

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ED 409 027

PENSACOLA JUNIOR COLLEGE

INSTITUTIONAL EFFECTIVENESS

PROGRESS REPORT

1993

(1992-1993 Academic Year)

* * * *

Progress - to - Date

With

Comprehensive Goal, Objective and Indicator Statement Data;

Analysis of Indicators; Conclusions; and Recommendations.

* * * *

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Introduction: In an on-going effort to improve College operations and to improve documentation of institutional effectiveness, a plan of assessment was developed in 1990-1993. In the spring of 1993, an initial run of the Pensacola Junior College Institutional Effectiveness Plan was undertaken for at least a single indicator and objective for each goal in the plan. Following are the results of this first institutional effectiveness assessment. It must be noted that this effort is not a final product, only the first step of an evolving process.

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A Word of Caution: These indicators are intended to be data for affirmation of the mission of the College and for continued improvement of the institution. The success of the process requires a non-threatening environment in which the aggressive pursuit of evaluative data, both positive and negative, is encouraged.

EXECUTIVE SUMMARY

An initial run of institutional effectiveness was undertaken by the Office of Institutional Research and Effectiveness spring 1993, for the 1992-1993 academic year. This used the plan developed by the Institutional Effectiveness Taskforce between 1990 and 1993, which consisted of sixteen functional areas, 53 goals, 145 objectives and 238 indicators. For the initial run, area supervisors were requested to select one objective and one indicator for each of the 53 goals, though some selected more. Reports on performance indicators for these objectives were received through June 1, 1993. A follow-up process was made through June 23. For this run, the process was a success.

Findings:

(1) A total of 83 indicators were reported for 1992-1993.

(2) Of these 56 were fully met in terms of designated levels of performance.

(3) Seven did not meet the specified standards.

(4) Also, 20 were deferred for review in 1993-1994.

Conclusions: The trial run demonstrated a high level of institutional commitment to the process. The mission of the College is well served as demonstrated in this assessment.

Recommendations:

(1) The process must be continued in 1993-1994.

(2) Simplification of the process is in order; especially with the reduction of the number of enumerated indicators. Perhaps a new focus on departmental (both academic and service) cost centers should be made.

COMPREHENSIVE GOAL, OBJECTIVE AND INDICATOR STATEMENTS

Reports of effectiveness were received for 1992-1993, as follow. Some functional areas elected to report more than the single objective and the single indicator of effectiveness required for each goal. Some reporters elected to modify objectives and/or indicators.

Functional Area

I. Admissions:

Goal A. "Develop and implement admission policies and procedures that comply with requirements of the state and other governing bodies and that meet the needs of the community."

Objective 1. "Make stated admission policies and procedures available to current and potential students."

Indicator a. "Annual surveys of students and potential students show a 70% A (excellent) and B (very good) response to questions relating to knowledge of admission policies and procedures."

(#1)* Indicator Status for I.A.1.a.: Deferred to 1993-1994. A survey will be undertaken in 1993-1994.

Goal B. "Recruit and retain persons whose interests and capabilities are consistent with the College Mission Statement."

Objective 1. "Concentrate recruitment effort to attract students from feeder high schools including PJC Adult High, and non-traditional populations."

Indicator a. "First-time enrollments increase from feeder high schools at a rate no less than the rate of increase of the high school graduates." Alternative indicator 3-3-93: "First-time enrollments increase

*Cumulative indicator number, reported this year.

from feeder high schools at a rate no less than the number of students continuing their education, either part-time or full-time, attending a junior college."

(#2) Indicator Status for I.B.1.a.: Deferred to 1993-1993.

Goal C. "Develop, implement, and review academic probation, suspension, and re-admission procedures consistent with College Admission Policies."

Objective 1. "Maintain college-wide computer tracking system for students on academic warning, probation, or suspension." New Objective 6-7-93: "Establish a new policy of Standards of Academic Progress."

Indicator a. "The percentage of students enrolled who after three years are not in good standing will decrease by 1/2 percent annually until 2.5% is attained." New indicator 6-7-93: "A new policy must be approved by the District Board of Trustees."

(#3) Indicator Status for I.C.1.a.: Met.

"Policy will be sent to the Board of Trustees in 1993."

Goal D. "Maintain and evaluate an effective developmental academic skills program that prepares students to function in the College curricula."

Objective 2. "Establish and maintain a system of support services to assist students enrolled in developmental studies courses."

Indicator a. "A survey of college preparatory students shows a 70% A (excellent) and B (very good) rating on effectiveness of support services."

(#4) Indicator Status for I.D.2.a.: Met.

(For the Pensacola Campus only) Evaluation survey for fall and spring 1993, showed a 98.3% positive (A and B) rating.

(#5)

(For the Warrington Campus only)

Indicator Status for I.D.2.a.: Met.

Ninety-one percent of college prep students surveyed June 1993, expressed high satisfaction ("good" or "excellent") with the effectiveness of college prep services.

Goal E. "Administer and coordinate comprehensive testing services that meet student needs and are in accordance with college and state regulations."

Objective 1. "Ensure that all students meet placement testing requirements for college/program admission."

Indicator a. "All colleges setting cut-off scores have a 70% rate of predicting success."

(#6)

Indicator Status for I.E.1.a.: Deferred to 1993-1994.

A special study will be conducted in academic year 1993-1994, which will systematically gather these data. (Note: Because of the difficulty of equating test scores and validating the placement from these tests, the State of Florida has contracted with the College Board to develop a single placement test which will be validated.)

Goal F. "Provide students the opportunity to obtain non-traditional credit from an effective program based upon advanced placement examination, international baccalaureate, departmental examinations, CLEP (College Level Examination Program) examinations, training obtained through the armed forces and services schools, professional certifications, and experiential learning."

Objective 1. "Maintain effective non-traditional credit programs."

Indicator a. "Credit earned through non-traditional education following the same growth pattern of enrollment."

(#7) Indicator Status for I.F.1.a.: Met.

"MIS has been asked to create a report to collect this data."

Goal G. "Develop admissions categories that accommodate the varying needs of community."

Objective 1. "Provide clearly stated guidelines and procedures for each admission category (i.e. early admission, dual enrollment, transfer, transient, international, special, new and returning)."

Indicator a. "The enrollment, retention, and success rate of special admissions students is no less than that of other students." New Indicator 6-7-93: "Enrollment documents will be created to explain guidelines and a base year of enrollment history will be established."

(#8) Indicator Status for I.G.1.a.: Met.

"A dual enrollment document has been developed and a base year has been collected."

Functional Area

II. Completion Requirements:

Goal A. "Establish curricular completion requirements for awards, certificates, and degrees which comply with the requirements of state and other governing bodies and are consistent with the institutional mission."

Objective 2. "Ensure that all graduating students comply with unique institutional or state curricular completion requirements."

Indicator a. "A sample of 60 graduating students is reviewed annually to determine that unique institutional or state curricular requirements have been met."

(#9) Indicator Status for II.A.2.a.: Deferred to 1993-1994.

Goal B. "Comply with state-mandated competency level completion requirements measured through standardized instruments (CLAST, Placement Testing, TABE)."

Objective 1. "Determine that competency level completion requirements for all students tests (CLAST, Placement and TABE) meet state and/or institutional requirements."

Indicator a. "Seventy-six percent of PJC students pass CLAST examination."

(#10) Indicator Status for II.B.1.a.: Deferred to 1993-1994.

Current state CLAST data indicate that fifty-four percent of PJC graduates pass the entire CLAST examination on the first attempt. (It is clear that the 76% level is unrealistically high.) A full review will be made in 1993-1994. A partial review of test scores for placement tests showed successful predictions for English courses but not for mathematics courses.

Objective 2. "Ensure that graduating students receiving awards, certificates, or degrees meet state and institutionally established competency levels."

Indicator a. "An annual review of a random sample of 60 graduating students demonstrates that remediation required by CLAST, placement testing, or TABE scores have been implemented."

(#11) Indicator Status for II.B.2.a.: Deferred to 1993-1994.

Functional Area

III. Curriculum:

Goal A. "Provide a comprehensive and effective two-year undergraduate transfer curriculum."

Objective 1. "Maintain an A.A. transfer curriculum that will provide a sufficient foundation for successful completion of more advanced courses at a four-year institution and ultimate completion of a baccalaureate degree."

Indicator a. "Associate of Arts degree graduates and those transferring to Florida institutions will have GPA's equaling or exceeding the average GPA's of native students and all other community college students."

(#12) Indicator Status for III.A.1.a.: Met.

Date reported for 1991-1992 (1992-1993 not yet published) show a weighted mean GPA for community college AA/AS transfers and native SUS students at the SUS to be 2.83; weighted mean GPA for PJC AA/AS transfers at the SUS to be 2.87: thus the indicator is met.

Goal B. "Offer educational opportunities that are occupationally oriented and lead to being successfully employed in a semi-professional or skilled position at the end of the program of instruction."

Objective 1. "Provide a vocational curriculum specifically designed to teach the skills necessary for immediate entry into the workplace."

Indicator b. "All programs requiring licensure examinations will have a passing rate of at least 90%."

(#13) Indicator Status for III.B.1.b.: Met.

Thirteen programs offered at the college require licensure or certification examinations for entry into the work force. Four of the

programs did not achieve the objective of a 90% passing rate. (However, the 16 test scores reviewed had an <u>average</u> pass rate of 90.7%. The indicator is probably unrealistically high and therefore should be reviewed for appropriateness.)

Functional Area

IV. Community Programs:

Goal A. "Provide Escambia County with an effective adult general education program through Adult Basic Education."

Objective 1. "Establish teaching sites for persons needing remedial assistance in adult basic education."

Indicator a. "Classes will be established at any site requesting instruction if minimum enrollment standards are possible."

(#14) Indicator Status for IV.A.1.a.: Met.

Documentation shows special class sites established at nine locations in 1992-1993, as requested.

Goal B. "Offer high quality credit courses by correspondence and television to students as a non-traditional alternative method of delivery."

Objective 2. "Ensure that completion rates in correspondence courses and telecourses remain at an acceptable level."

Indicator a. "At least fifty percent of students enrolled will complete course work for correspondence courses and teleconferences each term."

(#15) Indicator Status for IV.B.2.a.: Met.

Telecourses for 1992-1993, had a completion rate of 51%. (However, correspondence courses had a completion rate of 34%. A 50% completion rate for correspondence courses is probably unrealistic because of the open enrollment policy currently in place causes the completion date often to cross over into additional terms.)

Goal C. "Provide the district community with quality professional development, lifelong learning, and recreation and leisure courses through the Division of Continuing Education."

Objective 2. "Ensure that completion rates reflect individual learning goals."

Indicator a. "At least 50% of the students enrolled in lifelong learning, professional development, and recreation and leisure courses will successfully complete the coursework."

(#16) Indicator Status for IV.C.2.a.: Not Met.

Data reported that all courses did not have 50% completion rates. However, 96% of the courses did in fact have 50% (or better) completion rates. (Thus the indicator was nearly met.)

Functional Area

V. Faculty:

Goal A. "Select a qualified faculty."

Objective 2. "Ensure that all instructional faculty have the appropriate education or training required."

Indicator a. "All faculty shall meet or exceed applicable SACS qualification standards or shall be pursuing an official program of professional development leading to such qualifications."

(#17) Indicator Status for V.A.2.a.: Met.

"All faculty members are in compliance, are/will be working toward compliance through required professional development activities, or have had teaching assignments adjusted accordingly."

Goal B. "Provide opportunity, structure, and incentive for professional development."

Objective 2. "Ensure that faculty members are given the opportunity to participate in committees designed to improve the educational programs of the College."

Indicator a. "The percentage of faculty participating does not decrease from one year to the next."

(#18) Indicator Status for V.B.2.a.: Met.

Nineteen-ninety-one participation rates in committees among PJC full-time faculty was 44.4%; the 1992-

1993 rate was 50.4%: thus the indicator standard was met (and exceeded.)

Goal C. "Provide conditions that will ensure the retention of qualified competent faculty."

Objective 3. "Ensure that the number of faculty members is sufficient to meet institutional needs and guarantee reasonable faculty workloads."

Indicator a. "A random sample of 60 full-time faculty members indicates adherence to the established workload formula."

(#19) Indicator Status for V.C.3.a.: Met.

A sample of 10% of full-time faculty schedules (n = 62) were reviewed each term by a member of the PJC Internal Audit Committee; a 100% compliance level was reported: thus the indicator was fully achieved.

Functional Area

VI. Learning Resources:

Goal A. "Provide organized and readily accessible collections of print, audiovisual, and machine readable materials needed to meet institutional, instructional, and individual needs of PJC students and faculty as recommended in the ACRL/AECT National Standards."

Objective 1. "Provide and maintain current technology and equipment necessary to utilize the expanding variety of informational formats that are currently available and will become available."

Indicator a. "Eighty percent of all LRC equipment is fully functional."

(#20) Indicator Status for VI.A.1.a.: Met.

An inspection of equipment operational status as: 100% Pensacola, and Milton; 99.9% at Warrington. The indicator is exceeded.

Indicator b. "Evaluation surveys show at least a 70% A and B rating (technology and equipment)."

(#21) Indicator Status for VI.A.1.b.: Met.

A 1992 student survey shows 73% "good" or "excellent" rating.

Objective 2. "Utilize available technologies in order to provide bibliographic access to institutional, regional, national, and international sources of information."

Indicator a. "Evaluation surveys conducted every two years show at least a 70% A and B rating (bibliographic access)."

(#22) Indicator Status for VI.A.2.a.: Met.

A 1992 student survey showed an 82% "always" or "usually" response.

Objective 3. "Participate in regional, state and national efforts toward interlibrary cooperation in order to share available resources and to facilitate the retrieval and transmission of needed information."

Indicator a. "Faculty survey addressing the interlibrary loan process receives at least a 70% A and B rating."

(#23) Indicator Status for VI.A.3.a.: Deferred to 1993-1993.

These data will be collected beginning in 93941.

Objective 4. "Provide an adequate collection of current books, serials, and reference materials to support the curriculum requirements of the College."

Indicator a. "Book and serials collections meet National Standards."

(#24) Indicator Status for VI.A.4.a.: Not Met.

PJC collections do not meet national standards (ACRL/AECT) on any campus.

Indicator b. "Circulation statistics increase at a rate at least equal to the rate of enrollment growth."

(#25) Indicator Status for VI.A.4.b.: Met.

Circulation statistics grew by +10 91921/2 whereas enrollments for the same terms dropped -5%.

Indicator c. "Annual faculty and student surveys show a 70% A and B rating on collection adequacy."

(#26) Indicator Status for VI.A.4.c.: Met.

The 1992 student survey showed the following percents as "good" or "excellent": book collection 72%, reserve materials 74%, periodicals 71%: thus the indicator was exceeded.

Objective 5. "Maintain quality of learning resources programs."

Indicator a. "Quality of services and learning resources meets National Standards."

(#27) Indicator Status for VI..5.A.: Met.

The ACRL/AECT National Standards call for 48 services for an institution between 7,000 and 9,000 FTE. PJC with 8,014 FTE students has 52 services, which exceed the standard.

Indicator b. "The effectiveness of each of the following is annually evaluated: LRC tours, brochures and handouts, information videos, library course. Each area receives at least a 70% A and B rating."

(#28) Indicator Status for VI.A.5.b.: Not Met.

Student surveys failed to meet the requirement for all areas cited (although LIS 1001 had an 80% rating).

Goal B. "Provide a qualified staff which is concerned and involved in serving the educational needs of students, faculty and community."

Objective 1. "Provide adequate professional and support staff in order to meet the service requirements of faculty and students."

Indicator a. "Staffing configuration to meet National Standards."

(#29) Indicator Status for VI.B.1.a.: Not Met.

Staffing levels fell short at Milton and Warrington (but met standard at Pensacola).

Indicator b. "Student and faculty surveys show at least a 70% A and B rating."

(#30) Indicator Status for VI.B.1.b.: Met.

Surveys of students in 1992, had a positive response of 72%: "Overall evaluation of staff performance: good and excellent."

Objective 2. "Effective support of professional development activities is provided."

Indicator a. "A survey of LRC staff shows a 70% A and B rating on support of professional development activities is provided."

(#31) Indicator Status for VI.B.2.a.: Met.

A May 1993, survey shows "over 70%" positive rating.

Goal C. "Provide appropriate learning resource services to the community."

Objective 1. "Extend borrowing, browsing, and reference services to local citizens, private industry and community organizations."

Indicator a. "The rate of change of community usage is at least equal to the rate of change of LRC funding."

(#32) Indicator Status for VI.C.1.a.: Deferred to 93941.

These data will not be countable until after the end of the current academic year.

Indicator b. "A survey of a sample of community users shows a 70% A and B rating of LRC services."

(#33) Indicator Status for VI.C.1.b.: Deferred to 93941.

These data will be collected in 1993-1994. A survey questionnaire has been prepared.

Functional Area

VII. Instructional Support:

Goal A. "Provide facilities which support the delivery of instruction by faculty."

Objective 2. "Provide and staff learning skills centers to supplement classroom instruction and help students achieve learning outcomes."

Indicator A. "A log of student usage kept each term shows use of learning skills centers increases at a rate of no less than the rate of change of college enrollment."

(#34) Indicator Status for VII.A.2.a.: Met

The indicator was met and exceeded: annual increase in center usage was 30%; Pensacola Campus headcount enrollment increase was 2.8%.

Goal B. "Provide services which support the delivery of instruction by faculty."

Objective 1. "Provide faculty with sufficient access to, and assistance with, audiovisual equipment, materials, and duplicating services to permit them to enhance the learning environment for students in a satisfactory manner."

Indicator b. "An annual student survey shows 70% have found audiovisual materials helpful in achieving specified learning outcomes."

(#35) Indicator Status for VII.B.1.b.: Deferred to 1993-1994.

Functional Area

VIII. Computer Resources:

Goal A. "Maintain a computer system that meets the requirements of the users."

Objective 2. "Maintain effective communication with user departments."

Indicator a. "Annual survey of users shows 70% A and B rating of satisfaction."

(#36) Indicator Status for VIII.A.2.a.: Deferred to 1993-1994.

A survey is planned for 1993-1994. A survey questionnaire has been developed.

Goal B. "Maintain application software systems that meet the requirements of the users."

Objective 1. "Determine user software needs."

Indicator a. "User requests are evaluated and action taken within one year of request. The data sample is taken May 30, 1991 - May 30, 1992."

(#37) Indicator Status for VIII.B.1.a.: Met.

User requests totalled 811, of these 96.42% were evaluated and action taken within one year of the request.

Goal C. "Maintain microcomputer systems that meet the requirements of the users."

Objective 1. "Evaluate microcomputer software and hardware available from vendors."

Indicator a. "Standards set by Microcomputer Resource Committee are maintained."

22

(#38) Indicator Status for VIII.C.1.a.: Met.

Standards for microcomputer software and hardware acquisition were adopted in 1992-1993, by the Microcomputer Resource Committee.

Goal D. "Maintain telephone communication systems that meet the requirements of the users."

Objective 2. "Provide first-line maintenance support and interface with maintenance vendors."

Indicator a. "Maintenance requests are addressed within one month."

(#39) Indicator Status for VIII.D.2.a.: Deferred to 1993-1994.

Functional Area

IX. Organization and Administration:

Goal A. "Combine and effectively allocate the various resources of the college in order to accomplish institutional goals."

Objective 1. "Provide organizational structure and administrative processes that are well defined, published, and make available to the college community."

Indicator a. "An annual survey of college employees shows a 70% A and B rating on questions relating to understanding the organizational structure and administrative processes."

(#40) Indicator Status for IX.A.1.a.: Deferred to 1993-1994.

Goal B. "Comply with state laws defining a governing board with overall legal responsibility for policy making and governance of the college."

Objective 2. "Ensure that the Board of Trustees has in place proper procedures to adequately inform them about the financial condition and stability of the college."

Indicator a. "Board members are surveyed to determine if they feel adequately informed about the financial condition and stability of the college (90% A and B rating)."

(#41) Indicator Status for IX.B.2.a.: Met.

Five of six board members rank all items as "A" or "B" in a 1993 survey.

Functional Area

X. Financial Resources:

Goal A. "Use resources efficiently to support the institution and its educational programs and to provide sufficient control for effective operation."

Objective 1. "Centralize business and finance functions under the chief business officer who reports to the chief executive officer."

Indicator a. "A review of organizational structure is effective. A review of organizational structure by directed interview of College and Community constituents to determine functional effectiveness. Verify actual practice complies with the organizational chart."

(#42) Indicator Status for X.A.1.a.: Met.

"The organizational structure review was completed by the legislative auditors and reported as "Established and implemented on internal control structure to provide reasonable assurance of proper authorization of financial transactions, to provide for the proper financial operations, to adequately safeguard the College's assets and to promote and encourage compliance with provision of laws, rules, and regulations. The Auditors further disclosed corrective actions; implemented from previous audit findings and note as material weaknesses which are to be addressed by the College."

Objective 2. "Ensure budget preparation is an extension of educational planning and appropriately includes input from academic areas as well as other areas of administration."

Indicator a. "A survey of department heads indicates appropriate input and involvement (70% positive response). Verify budget process integrates educational planning and financial resource allocation."

(#43) Indicator Status for X.A.2.a.: Met.

"Survey data resulted in positive responses ranging from 87.5% to 100%."

Objective 3. "Establish and maintain an accounting system that will ensure compliance with generally accepted accounting principles and will facilitate reporting requirements and the audit process."

Indicator a. "PJC's Chart of Accounts complies with the requirements of CUBA and the Accountability Manual."

(#44) Indicator Status for X.A.3.a.: Met.

"PJC Chart of Accounts, State Accounting Manual, -CUBA - College and University Business Administration. Reviewed comparison of State Accounting Manual, requirements of CUBA and PJC Chart of Accounts."

Goal B. "Maximize the use of available financial resources."

Objective 1. "Invest excess funds in appropriate instruments with competitive rates of returns."

Indicator a. "Rates earned are not less than competitive market rates in equivalent risk-level investments."

(#45) Indicator Status for X.B.1.a.: Met.

"SBA Pooled Investment Fund Monthly Reports, Wall Street Journal, Bank Quotes. Reviewed and compared actual rates of return to market rates available."

Objective 2. "Take advantage of accounts payable discounts."

Indicator a. "A random sample of 60 paid vouchers indicates all available discounts were taken. (75% taken when offered.)"

(#46) Indicator Status for X.B.2.a.: Not Met.

"A sample of 61 vouchers indicate that discounts were taken 71.4% when offered, amounting to a savings of $16.27. Those not taken were due to confirming purchases where time delay in processing caused ineligible discount." Thus the objective was almost met.

Objective 3. "Centralize purchasing to ensure compliance with applicable laws, rules, and Board policies and to take advantage of cost savings."

Indicator a. A random sample of purchase orders, to indicate cost savings effected."

(#47) Indicator Status for X.B.3.a. Met.

"Purchase requisitions and purchase orders were sampled to identify cost savings of quotes and bids. Based on that sample, 21.7% of all P.O.'s utilized competitive purchasing process saving an estimated 23.4% on each purchase subject to College bid/quote process. Estimated annual savings at $424,500 from actual purchase to high bid/quote."

Objective 4. "Bill accounts receivable in a timely manner."

Indicator a. "A random sample of accounts receivable billings shows data billed compare favorably to the dates receivables were incurred and to the ultimate collection."

(#48) Indicator Status for X.B.4.a.: Met.

"Verified automated billing system produced programmed/timely invoices and follow-up billings. Verified automated 'hold' process for registration and records."

Objective 5. "Establish and maintain Central Stores for routine bulk expendable supplies."

Indicator a. "Verify automated system proper identifies reorder points and economic order of quantity."

(#49) Indicator Status for X.B.5.a.: Met.

"PJC is in full compliance as the College utilizes third party software to control inventory turnover, reorder points and economic order quantity."

Objective 6. "Accurately report enrollment data as required for funding purposes."

Indicator a. "A random sample of enrollments included in FA reports indicates 100% accuracy."

(#50) Indicator Status for X.B.6.a.: Met.

"FA Reports and Student Data Base Records. Review State auditors verification of enrollment reports and data."

Indicator b. "A random sample of enrollments from registration are accurately included in FA reports."

(#51) Indicator Status for X.B.6.b.: Met. (See data for X.B.6.a.)

Objective 7. "Establish and collect appropriate fees, fines and penalties."

Indicator a. "PJC's charges for items other than registration fees are no less than the average of other selected community colleges."

(#52) Indicator Status for X.B.7.a.: Met.

"SBCC fee reports for all colleges. Review SBCC report of fees assessed by all community colleges."

Objective 8. "Conduct collection procedures for delinquent accounts receivable and notes receivable in a timely manner."

Indicator a. "A random sample of delinquent accounts indicates 90% of procedures executed within one month of notice."

(#53) Indicator Status for X.B.8.a.: Met.

"Collection records, reports and billings. Verified automated billing system produced programmed/timely `late' billings and collection correspondence. Verified `hold' process for registration and records.

Objective 9. "Establish and enforce reasonable policy for refund of student fees."

Indicator a. "Amounts refunded after drop/add are in compliance with College policy and State SBE Rule GA-14.0541."

(#54) Indicator Status for X.B.9.a.: Met.

"State audit of college fee audit: review State Auditor's finding on verification of college fee audit and refunds; in current use, in full compliance."

Functional Area

XI. Physical Resources:

Goal A. "Provide physical resources (buildings and equipment) that meet the educational needs of the institution."

Objective 1. "Construct new facilities, renovate, remodel existing facilities (including built-in equipment) as needed and as funds are allocated according to the PJC five-year facilities plan and the Capital Improvement Plan as approved by the Division of Community Colleges."

Indicator a. "A survey of college personnel every five years shows a 90% A and B response to questions pertaining to construction, renovation and remodeling."

(#55) Indicator Status for XI.A.1.a.: Met.

A survey (R-93-85) was conducted that reported 100% favorable responses on key questions.

Goal B. "Manage institutional space effectively."

Objective 1. "Assign space internally to meet changing institutional priorities."

Indicator a. "An annual survey of college personnel shows a 90% A and B rating of the management of institutional space."

(#56) Indicator Status for XI.B.1.a.: Deferred to 1993-1994.

Goal C. "Provide for the short and long-range maintenance of institutional equipment, buildings, grounds, and utilities."

Objective 2. "Maintain an active maintenance program on all dynamic equipment, facilities, utilities, and grounds."

Indicator a. "The degree of customer satisfaction with maintenance services is determined annually through administration of a survey (70% A and B responses)."

(#57) Indicator Status for XI.C.2.a.: Deferred to 1993-1994.

A survey was in process, summer 1993.

Goal D. "Provide a healthful, safe, and secure environment for all members of the college community."

Objective 1. "Correct deficiencies as noted by safety inspections and other reports in a timely and effective manner."

Indicator a. "An annual survey shows a 70% approval rate of the college environment (70% A and B)."

(#58) Indicator Status for XI.D.1.a.: Deferred to 1993-1994.

A survey was in process, summer 1993.

Goal E. "Initiate, maintain, and update planning documents for the orderly physical development of the institution."

Objective 1. "Monitor and/or update individual campus master plans."

Indicator a. "A survey every five years shows a 70% awareness and approval of the campus master plans (70% A and B)."

(#59) Indicator Status for XI.E.1.a.: Met.

A survey (R-93-86) of the President's Council reported a favorable report and general knowledge of campus master planning.

Functional Area

XII. Grants:

Goal A. "Seek externally funded grants and contracts to assist the college with programs and projects which are consistent with the institution's mission, goals, and objectives."

Objective 1. "The Resource Development Office will work cooperatively with college personnel to identify and to pursue funding sources for various programs and projects. Consideration will be given for submission of proposed grants using established criteria."

Indicator a. "A survey is made of appropriate administrators and faculty with a 70% A and B rating."

(#60) Indicator Status for XII.A.1.a.: Met.

A survey (R-93-68) showed a 97.5% favorable rating.

Goal B. "Manage grants to ensure that grant funds are expended in a manner that will assist the college in meeting the institution's mission, goals, and objectives."

Objective 1. "Upon notification of grant award a meeting will be held including the staff of Resource Development or Vocational Dean as appropriate, Coordinator of Restricted Accounting, appropriate administrators, and the grant manager to review parameters of the grant and plan for executive schedule."

Indicator a. "A survey of appropriate administrators shows a 70% A and B rating of the grant management process."

(#61) Indicator Status for XII.B.1.a.: Met.

A survey of grant recipients (R-93-69) showed a 100% favorable rating for this service.

Functional Area

XIII. Instruction:

Goal A. "Provide an effective program of instruction consistent with college goals by using a variety of appropriate methods and techniques."

Objective 2. "Ensure that students and instructors have a clear understanding of the goals and requirements of each course, the nature of the course content, and the methods of evaluation to be employed in the course."

Indicator a. "Each department shall maintain current course syllabi or outlines which include clear goal statements and methods of evaluation to be used."

(#62) Indicator Status for XIII.A.2.a.: Not Met.

"It is anticipated that we will be 100% complete by the end of Term 93941 (Fall 1994)." Near 100% compliance was achieved in 1992-1993.

Goal B. "Provide effective means for evaluating student performance in courses and programs."

Objective 1. "Utilize a variety of appropriate techniques for evaluating student performance in courses and programs."

Indicator a. "The percentage of CLAST completions shall be no less than the average for the state's community colleges."

(#63) Indicator Status for XIII.B.1.c.: Met.

The 1991-1992, first time CLAST taker scores were: 54.0% pass rate for all sections for PJC students; 53.0% for all community colleges: thus the indicator was met and exceeded.

Goal C. "Provide a systematic evaluation of the effectiveness of the instructional program."

Objective 1. "Maintain an effective system for evaluating instructors."

Indicator a. "Each full-time instructor will annually receive a written evaluation by his/her immediate supervisor."

(#64)

Indicator Status for XIII.C.1.a.: Met.

"This requirement is a bargainable item; student evaluations of faculty are conducted annually on all faculty members as verified by the Inservice Office."

Beginning with the 1993-1994 academic year, an annual written evaluation will be conducted per the attached (Article II of the contract). For 1992-1993, the written evaluation was conducted on an ad hoc basis by most departments, but not by all."

However, in 1992-1993, 210 of 228 full-time faculty members had reported evaluations: 92.1%. Thus for all practical purposes the criterion has been met.

Functional Area

XIV. Institutional Advancement:

Goal A. "Operate an active alumni program."

Objective 1. "The College Alumni office will reestablish and maintain contact with alumni."

Indicator a. "Funding and staffing will be provided, budgets permitting, and an annual report on alumni affairs will be made to the president."

(#65) Indicator Status for XIV.A.1.a.: Deferred to 1993-1994.

This item was referred to the President's Council for funding action in the coming year.

Goal B. "Have an organized and effective need-based publications program to inform public and internal constituencies and to market college courses, programs, and activities."

Objective 1. "The Office of Institutional Advancement will continue to produce a variety of publications to inform internal audiences within a multi-campus environment and to inform the general public about the college."

Indicator a. "An annual survey of publications users will be produced which indicates a satisfaction rate of "good" or "excellent" at the 70% level.

(#66) Indicator Status for XIV.B.1.a.: Deferred to 1993-1994.

The 1992-1993 publications list was still in process at this writing and could not be evaluated until after its completion. This will be done early in 1993-1994.

Goal C. "Provide an organized, professional, and continuing development activity on behalf of the institution and its students."

Objective 2. "The Foundation will continue to seek and receive a variety of funds and other resources for the college."

Indicator b. "The value of endowed scholarships will increase by at least 50% within three years."

(#67) Indicator Status for XIV.C.2.b.: Met.

Endowed scholarships increased from $271,989 in FY 1990, to $526,943 in FY 1993, an increase of 93.7%.

Functional Area

XV. Institutional Research:

Goal A. "Develop and maintain a program of applied research designed to provide appropriate data and analysis of the data to the college, the community and state and federal agencies as required."

Objective 1. "Provide data and analysis on student performance, faculty characteristics and faculty workload to the college administration and other agencies as required."

Indicator a. "A survey of users shows a 70% positive response to questions relating to timeliness, accuracy, clarity and usefulness of IR reports."

(#68) Indicator Status for XV.A.1.a.: Met.

A survey of users (R-93-67) reported positive responses:

Timeliness	92.3%
Usefulness	92.3%
Clarity	92.3%
Accuracy	92.3%

Functional Area

XVI. Student Development Services:

Goal A. "Provide a diverse Student Activities program that compliments the educational programs of the college and contribute to academic, social and personal development of students."

Objective 1. "Offer a wide variety of cultural, educational, social and recreational activities, programs and organizations to students each semester."

Indicator a. "A review of evaluations from events shows 90% of the students in attendance are satisfied with programs."

(#69) Indicator Status for XVI.A.1.a.: Met.

A survey of student satisfaction indicated a 92% favorable rating.

Objective 2. "Provide students opportunities to participate in institutional decision making."

Indicator a. "All standing college standing committees with student issues will have student membership."

(#70) Indicator Status for XVI.A.2.a.: Met.

A review of PJC standing committees that deal with student issues was made and 100% compliance was determined.

Indicator b. "A review of the committee documents of each of the three divisions of Student Activities demonstrates student involvement in budgeting decision making, including expenditures of Capital Outlay funds."

(#71) Indicator Status for XVI.A.2.b.: Met.

A review of the minutes indicated 100% student involvement.

Objective 3. "Monitor the activities of the Student Activities Boards, student organizations and publications of the college."

Indicator a. "An advisor is assigned to each activity."

(#72) Indicator Status for XVI.A.3.a.: Met.

A review of all clubs showed complete advisor assignment in 1992-1993.

Indicator b. "A survey of members indicates sufficient monitoring by advisors at meetings and activities; members report 70% good or excellent responses."

(#73) Indicator Status for XVI.A.3.b.: Met.

A survey reported 100% positive ("good" or "excellent") responses.

Goal B. "Develop and implement a comprehensive student rights and responsibilities procedure to govern student behavior."

Objective 1. "A concise statement of student rights and jurisdictions of judicial boards, and all disciplinary and due process procedures is published and distributed to the campus community."

Indicator a. "Annually the student catalogue will be reviewed to ensure inclusion of student rights and responsibilities statements."

(#74) Indicator Status for XVI.B.1.a.: Met.

A review and analysis was made by the Director of Student Life and the Dean of Student Affairs and compliance was determined.

Indicator b. "A survey shows 80% of students sampled know where to locate the procedures which define their rights and responsibilities."

(#75) Indicator Status for XVI.B.1.b.: Not Met.

A survey has been developed for implementation Fall 1993.

Goal C. "Develop and implement an effective comprehensive academic advisement, counseling, and career development program for all students."

Objective 4. "Provide students with individualized counseling and/or advisors from in-field professionals."

Indicator a. "Fifty percent of students with declared majors/programs receive academic advising from a faculty expert in that area."

(#76) Indicator Status for XVI.C.4.a.: Deferred to 1993-1994.

"Faculty advisors listing, counselor appointment listing, list of majors with number of students declared (MGT 009 report)" will be used along with advisor contact data which will be kept in 1993-1994.

Goal D. "Provide a safe and orderly environment which is not oppressive, but is conducive to teaching and learning; and protects all members of the college community's health, safety, and civil rights."

Objective 3. "Provide the highest degree of security possible for all members of the college community."

Indicator b. "The number of sworn police officers and security officers employed by the college meets or exceeds the guidelines recommended by the Florida Association of Campus Safety and Security Administrators (FACSSA)."

(#77) Indicator Status for XVI.D.3.b.: Met.

"Current budgeted level of sworn police officers and security officers meets the (FACSSA) standard."

Goal E. "Maintain an effective management system which will ensure integrity, confidentiality, and security of student records."

Objective 1. "All student records have backup such as computer, hard copy, or microfilm."

Indicator a. "Active records are filed in a fireproof vault; backup records are computerized."

(#78) Indicator Status for XVI.E.1.a.: Met.

Student records were reviewed by the State Auditor Spring 1993, and were found to be in compliance without exception.

Goal F. "Offer a diverse intramural program that provided activities for all interested students."

Objective 1. "Develop a schedule so that optimum participation level may be achieved for each event."

Indicator a. "An annual survey of students shows a 70% satisfaction with the program."

(#79) Indicator Status for XVI.F.1.a.: Met.

The indicator was exceeded: 60% marked their responses as "excellent", 40% marked them as "good."

Goal G. "Develop and implement an effective program of financial aid, consistent with its purpose and reflecting the needs of students."

Objective 1. "Provide appropriate, accurate, and timely information and service to students seeking financial aid."

Indicator c. "One hundred percent of financial aid publications and documents are reviewed and updated annually."

(#80) Indicator Status for XVI.G.1.c: Met.

All designated items were reviewed as required in 1992-1993. (See memorandum of 3-22-93.)

Goal H. "Provide equal opportunity for academic success, physical and emotional well-being, and social development of the student athletes based on the institutional goals developed by the administration and faculty."

Objective 1. "Provide support services to enhance graduation rates and academic success for all student athletes."

Indicator a. "Seventy percent of student athletes transfer to a university or graduate from PJC."

(#81) Indicator Status for XVI.H.1.a.: Met.

"Above 70% of the student athletes transferred to universities. Graduation data will be complete at the end of Term III-B (92934).

Goal I. "Develop and maintain an effective program of health services and education that meets student, faculty and staff needs."

Objective 1. "Maintain a clinic under the supervision of a registered nurse, to assist students, faculty and staff in the event of accident, injury or illness."

Indicator a. "Random sample of students, faculty and staff will be surveyed to determine satisfaction with clinic services; at least 70% of the students faculty and staff will indicate that they are satisfied or very satisfied with the services."

(#82) Indicator Status for XVI.I.1.a.: Met.

A random survey provided information that "100% of students, faculty and staff ... were satisfied or very satisfied ...."

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Objective 2. "Provide educational materials and information to students, faculty and staff on all campuses."

Indicator a. "At least 70% of students who request materials or information will indicate that they were satisfied with the services provided."

(#83) Indicator Status for XVI.I.2.a.: Met.

"One-hundred percent of students, faculty and staff indicated that they were satisfied with the services provided (in a random survey)."

ANALYSIS

1. It is given under the current plan, that each functional area (n = 16) can have multiple goals (n = 53), which in turn may have multiple objectives (n = 145) and multiple indicators (n = 238). In addition there is the potential for multiple reports based on individual indicators. However in 1992-1993 trial run, there was only to be an indicator reported for each goal; that is 53 indicator responses. There were in fact 83 indicators actually selected to be reported. Some were multiple responses for the same objective; some were single responses for all objectives under a given goal. Thus the indicator reporting rate was 156% for the limited trial run in 1992-1993. Should this reporting rate (156%) be replicated if the full number (238) of indicators was to be reported, the actual number of indicators reported should then be in the neighborhood of 371, which would be an exceptionally difficult amount of data to manage on a routine basis annually.

2. Of the total indicators reported in 1992-1993 in Table I:

   a. Indicators fully met (See Table II): 56, 67.5%.
   b. Indicators not met (See Table III): 7, 8.4%.
   c. Deferred indicators (See Table IV): 20, 24.1%.

   This response is reasonable for a pilot run of the process. The problem with this aggregate response is that reporters tended to select readily available items or easily obtained data sets for this incomplete trial run. Should the full range of indicators be called for, the overall level of difficulty in obtaining them would increase substantially; though it is uncertain how the "non-met" proportion would change.

3. Table II, lists those indicators which were construed to be "met". That is, the minimum threshold of acceptable performance was attained. These accounted for 56, or 67.5% of the indicators which were selected for reporting.

   An analysis of these 56 positive responses shows:

	Output Measures	Process Measures	Totals	%
Data-Based :	10	25	35	62.5%
Survey-Based:	2	19	21	37.5%
Totals:	12	44	56	100.0%
%:	21.4%	78.6%	100.0%	

   Thus: (1) The majority (78.6%) were process rather than output measures (21.4%); and most (62.5%) were data-based rather than survey-based (37.5%). (2) Of the 56; 25 were

data-based process measures, 19 were survey-based process, 10 were data-based outcome measures (the kind of indicators preferred by the literature) and two were survey-based outcome indicators (also desirable).

4. Table III, lists the six "non-met" indicators reported.

	Output Measures	Process Measures	Totals	%
Data-Based :	1	4	5	71.4%
Survey-Based:	1	1	2	28.6%
Totals:	2	5	7	100.0%
%:	28.6%	71.4%	100.0%	

Thus: (1) The majority of non-met indicators were data-based (71.4%) versus (28.6%) survey-based; and most (71.4%) were process rather than output (28.6%) based. (2) Data-based process measures failed most frequently (4 of 7).

5. Table VI, is a listing of indicators that were selected for reporting in 1992-1993, but for various reasons were not reported.

	Output Measures	Process Measures	Totals	%
Data-Based :	2	8	10	50.0%
Survey-Based:	0	10	10	50.0%
Totals:	2	18	20	100.0%
%:	10.0%	90.0%	100.0%	

Thus: (1) Few (2 or 10.0%) of the non-reported deferred indicators were output measures. (2) Most (18 or 90.0%) were process measures which were almost equally divided between data-based (8) and survey-based (10) types. Of the total non-reported, some were virtually complete at the time of this writing, some would be complete later in 1993-1994, some required base lines defined in 1992-1993 with comparisons in 1993-1994, and some were otherwise not reported though multiple follow-ups were made.

CONCLUSIONS

It is important to recognize that this trial run is intended to assess the assessment process itself as well as to assess college performance this year.

1. Overall indicator response suggests that PJC units are meeting or exceeding prescribed performance levels for the objectives assessed; and as a result, are meeting College mission goals.

2. The present structure is too complex for full implementation without excessive stress on the College; no more than two to four dozen indicators are practical. (As it is presently structured the PJC institutional effectiveness assessment effort is more like a conventional management-by-objectives (MBO) process than an institutional mission evaluation.)

3. The pilot trial run using the current procedures for data collection was a good one. The level of cooperation by the participating reporters was excellent. The reporting system and paper trail worked well and had a minimal impact on the College.

4. Too many indicators were found to be process rather than product oriented. More product outcome measures are needed.

5. An overreliance on satisfaction surveys was noted. There should be a curtailment of survey-based indicators.

6. The substantial number of indicator data reports that had to be deferred until the succeeding year in the limited trial run, suggests larger numbers of non-response would be encountered should the full array of indicators be tested.

7. Subtle changes in objectives and indicators were made in the course of the process, thus the original intent of these tended to cause the PJC institutional effectiveness assessment program to take on the form of a strategic planning or even operational management program (see #1, reference to M.B.O.) as it evolved.

8. Little opposition to the process trial run was noted, though lack of full understanding of the process or its purpose was frequently encountered. (Some division of opinion seems to exist between those who see the process as a mirror of SACS Criteria and those who envision it as a test of College mission compliance.) Some see the process as an added burden. Others confuse it with Strategic Planning, SACS reaffirmation processes, and TQM efforts of the college.

9. Expectations for individual unit reporters for the institutional research function of the college to generate their institutional effectiveness data, often at short notice, often for special surveys late in the game, is unrealistic.

(The IR/IE Office can supply much data and undertake many surveys if sufficient notice is given, but cannot supply the full array of assessment data required for the total process as presently planned.)

RECOMMENDATIONS

That:

1. The process be continued, simplified and refined.

2. College leadership reaffirm the importance of the process.

3. An educational program covering the process be undertaken for all college personnel in 1993-1994.

Citation: Source data are from Institutional Effectiveness Assessment Report Sheets submitted by functional unit reporters in 1993, and are filed in the archive copy of Pensacola Junior College, Institutional Effectiveness Indicator Reports; 1992-1993 (Volume I.)

TABLE I.

Reported Institutional Effectiveness Indicators

1992-1993 (a)

Sequential Number of Indicator	Functional Area	Goal	Objective	Indicator	State of Indicator
1. I.	Admissions	A.	1.	a.	Deferred to 1993/94
2. I.		B.	3.	a.	Deferred to 1993/94
3. I.		C.	1.	a.	Met
4. I.	(Pensacola)	D.	2.	a.	Met
5. I.	(Warrington)	D.	2.	a.	Met
6. I.		E.	1.	a.	Deferred to 1993/94
7. I.		F.	1.	a.	Met
8. I.		G.	1.	a.	Met
9. II.	Completion Requirements	A.	2.	a.	Deferred to 1993/94
10. II.		B.	1.	a.	Deferred to 1993/94
11. II.		B.	2.	a.	Deferred to 1993/94
12. III.	Curriculum	A.	1.	a.	Met
13. III.		B.	1.	b.	Met
14. IV.	Comm. Programs	A.	1.	a.	Met
15. IV.		B.	2.	a.	Met
16. IV.		C.	2.	a.	Not Met
17. V.	Faculty	A.	2.	a.	Met
18. V.		B.	2.	a.	Met
19. V.		C.	3.	a.	Met
20. VI.	Learning Resources	A.	1.	a.	Met
21. VI.		A.	1.	b.	Met
22. VI.		A.	2.	a.	Met
23. VI.		A.	3.	a.	Deferred to 1993/94
24. VI.		A.	4.	a.	Not Met
25. VI.		A.	4.	b.	Met
26. VI.		A.	4.	c.	Met
27. VI.		A.	5.	a.	Met
28. VI.		A.	5.	b.	Not Met
29. VI.		B.	1.	a.	Not Met
30. VI.		B.	1.	b.	Met
31. VI.		B.	2.	a.	Met
32. VI.		C.	1.	a.	Deferred to 1993/94
33. VI.		C.	1.	b.	Deferred to 1993/94
34. VII.	Instructional Support	A.	2.	a.	Met
35. VII.		B.	1.	b.	Deferred to 1993/94
36. VIII.	Computer Resources	A.	2.	a.	Deferred to 1993/94
37. VIII.		B.	1.	a.	Met
38. VIII.		C.	1.	a.	Met
39. VIII.		D.	2.	a.	Deferred to 1993/94
40. IX.	Organization & Admin.	A.	1.	a.	Deferred to 1993/94
41. IX.		B.	2.	a.	Met

Table I. (continued)

Sequential Number of Indicator	Functional Area	Goal	Objective	Indicator	State of Indicator
42. X.	Financial Resources	A.	1.	a.	Met
43. X.		A.	2.	a.	Met
44. X.		A.	3.	a.	Met
45. X.		B.	1.	a.	Met
46. X.		B.	2.	a.	Not Met
47. X.		B.	3.	a.	Met
48. X.		B.	4.	a.	Met
49. X.		B.	5.	a.	Met
50. X.		B.	6.	a.	Met
51. X.		B.	6.	b.	Met
52. X.		B.	7.	a.	Met
53. X.		B.	8.	a.	Met
54. X.		B.	9.	a.	Met
55. XI.	Physical Resources	A.	1.	a.	Met
56. XI.		B.	1.	a.	Deferred to 1993/94
57. XI.		C.	2.	a.	Deferred to 1993/94
58. XI.		D.	1.	a.	Deferred to 1993/94
59. XI.		E.	1.	a.	Met
60. XII.	Grants	A.	1.	a.	Met
61. XII.		B.	1.	a.	Met
62. XIII.	Instruction	A.	2.	a.	Not Met
63. XIII.		B.	1.	c.	Met
64. XIII.		C.	1.	a.	Met
65. XIV.	Institutional Advancement	B.	1.	a.	Deferred to 1993/94
66. XIV.		B.	1.	a.	Deferred to 1993/94
67. XIV.		C.	2.	b.	Met
68. XV.	Institutional Research	A.	1.	a.	Met
69. XVI.	Student Devel. Services	A.	1.	a.	Met
70. XVI.		A.	2.	a.	Met
71. XVI.		A.	2.	b.	Met
72. XVI.		A.	3.	a.	Met
73. XVI.		A.	3.	b.	Met
74. XVI.		B.	1.	a.	Met
75. XVI.		B.	1.	b.	Deferred to 1993/94
76. XVI.		C.	4.	a.	Deferred to 1993/94
77. XVI.		D.	3.	b.	Met
78. XVI.		E.	1.	a.	Met
79. XVI.		F.	1.	a.	Met
80. XVI.		G.	1.	c.	Met
81. XVI.		H.	1.	a.	Met
82. XVI.		I.	1.	a.	Met
83. XVI.		I.	2.	a.	Met

(a) Source: PJC departmental and functional unit reports, June 1993.

TABLE II.

"Met" (a) Performance Indicators (b)

1992-1993

No.	Indicator	Data Based (c)	Survey Based (d)	Output Measure (e)	Process Measure (f)
1.	I.C.1.a.	X		X	
2.	I.D.2.a.(P)		X		X
3.	I.D.2.a.(W)		X		X
4.	I.F.1.a.	X		X	
5.	I.G.1.a.	X		X	
6.	III.A.1.a.	X		X	
7.	III.B.1.b.	X		X	
8.	IV.A.1.a.	X		X	
9.	IV.B.2.a.	X		X	
10.	V.A.2.a.	X			X
11.	V.B.2.a.	X			X
12.	V.C.3.a.	X			X
13.	VI.A.1.a.	X			X
14.	VI.A.1.b.		X		X
15.	VI.A.2.a.		X		X
16.	VI.A.4.b.	X			X
17.	VI.A.4.c.		X		X
18.	VI.A.5.a.	X			X
19.	VI.B.1.b.		X		X
20.	VI.B.2.a.		X		X
21.	VII.A.2.a.	X		X	
22.	VIII.B.1.a.	X			X
23.	VIII.C.1.a.	X			X
24.	IX.B.2.a.		X		X
25.	X.A.1.a.	X			X
26.	X.A.2.a.		X		X
27.	X.A.3.a.	X			X
28.	X.B.1.a.	X			X
29.	X.B.3.a.	X			X
30.	X.B.4.a.	X			X
31.	X.B.5.a.	X			X
32.	X.B.6.a.	X			X
33.	X.B.6.b.	X			X
34.	X.B.7.a.	X			X
35.	X.B.8.a.	X			X
36.	X.B.9.a.	X			X
37.	XI.A.1.a.		X		X
38.	XI.E.1.a.		X	X	
39.	XII.A.1.a.		X		X
40.	XII.B.1.a.		X		X
41.	XIII.B.1.c.	X		X	
42.	XIV.C.2.b.	X			X
43.	XV.A.1.a.		X		X

Table II. (Continued)

No.	Indicator	Data Based (c)	Survey Based (d)	Output Measure (e)	Process Measure (f)
48.	XVI.A.3.b.		X		X
49.	XVI.B.1.a.	X			X
50.	XVI.D.3.b.	X			X
51.	XVI.E.1.a.	X			X
52.	XVI.F.1.a.		X		X
53.	XVI.G.1.a.	X			X
54.	XVI.H.1.a.	X		X	
55.	XVI.I.1.a.		X		X
56.	XVI.I.2.a.		X		X
		37	19	12	44

(a) That is to say, "Met" refers to those indicators whose data has met the minimum specified threshold of performance.
(b) Source: same.
(c) The measures are from objective institutional statistics.
(d) The measures are produced from subjective opinion surveys.
(e) These are end-product mission items which are measured.
(f) These are input resources, activities, and processes which are measured.

TABLE III.

Non-Met Performance Indicators (a)

1992-1993

No.	Indicator	Data Based	Survey Based	Output Measure	Process Measure
1.	IV.C.2.a.	X		X	
2.	VI.A.4.a.	X			X
3.	VI.A.5.b.		X	X	
4.	VI.B.1.a.	X			X
5.	X.B.2.a.	X			X
6.	XIII.A.2.a.	X			X
7.	XVI.B.1.b.		X		X
		5	2	2	5

(a) Source: same.

TABLE IV.

Deferred Performance Indicators (a)

1992-1993

No.	Indicator	Data Based	Survey Based	Output Measure	Process Measure
1.	I.A.1.a.		X		X
2.	I.B.3.a.	X		X	
3.	I.E.1.a.	X			X
4.	II.A.2.a.	X			X
5.	II.B.1.a.	X		X	
6.	II.B.2.a.	X			X
7.	VI.A.3.a.		X		X
8.	VI.C.1.a.	X			X
9.	VI.C.1.b.		X		X
10.	VII.B.1.b.		X		X
11.	VIII.A.2.a.		X		X
12.	VIII.D.2.a.	X			X
13.	IX.A.1.a.		X		X
14.	XI.B.1.a.		X		X
15.	XI.C.2.a.		X		X
16.	XI.D.1.a.		X		X
17.	XIII.C.1.a.	X			X
18.	XIV.A.1.a.	X			X
19.	XIV.B.1.a.		X		X
20.	XIV.C.4.a.	X			X
		10	10	2	18

(a) Source: same.